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Secondary Schools. By GEORGE WILLIAM MYERS, and WILLIAM R. WICKS, ERNEST A. WREIDT, ERNST R. BRESLICH. Chicago: The University of Chicago Press, 1907. Pp. 71. \$0.75.

HISTORY AND CIVICS

A Short History of Rome. By FRANK FROST ABBOTT. Chicago: Scott, Foresman & Co., 1907. Pp. 304. With maps and illustrations. \$1.00.

A Handbook for the Study of Roman History. (To accompany Abbott's *Short History of Rome.*) By FRANK FROST ABBOTT. Chicago: Scott, Foresman & Co., 1906. Pp. 48. \$0.25.

An Introduction to the History of Modern Europe. By ARCHIBALD WEIR. Boston and New York: Houghton, Mifflin & Co., 1907. Pp. 340. \$2.00.

Economics for High Schools and Academies. By FRANK W. BLACKMAR. New York: The Macmillan Co., 1907. Pp. 434. \$1.25.

BIOGRAPHY

When Men Grew Tall: The Story of Andrew Jackson. By ALFRED HENRY LEWIS. New York: D. Appleton & Co., 1907. Pp. 340. Illustrated. \$1.50.

NOTES AND NEWS

In March, 1906, Mr. James A. Foshay, who for ten years had been superintendent of schools in Los Angeles, and to whom is due the credit of having built up a remarkable school system under all the difficulties of a rapidly growing and shifting population, resigned his position. Dr. E. C. Moore, assistant professor of education in the University of California, was elected in his place.

With the advent of a new superintendent, some changes and innovations were introduced, but so gradually as to produce no confusion or friction in the department. In fact, in most cases they appeared simply as an outgrowth and development of existing conditions.

Perhaps the most radical change made was in the method of appointing teachers and in the qualifications required. In order to be eligible to election under the present rule, the applicant must give evidence of education equivalent to graduation from a high school and from an accredited normal school. The method of examination introduced is that of the competitive test, and consists of an oral and a written part. The object of its introduction was to do away with the possibility of political influence affecting appointments, and has, after a year's trial, proved very successful. The oral examination was introduced in order to lend flexibility to the method, giving the examining board an opportunity to judge of the important factor of the applicant's personal qualifications. The written examination is itself a very practical one, consisting of twelve questions on the theory and practice of teaching.

The plan of appointment, together with the inducement of a 20-per-cent.

raise of salary, has given Los Angeles an opportunity to secure a very desirable class of teachers.

The school library had long been a part of the public library, but this method of furnishing books became complicated and ineffective as the city grew in population. Therefore the board of education, last November, established its own library, at one of the ward schools, and now employs its own librarian.

A rule regarding teachers obtaining leave of absence has recently been adopted, providing that only for purposes of travel or study, or on account of illness, may a teacher obtain such leave.

High-school fraternities were abolished in January, the board accepting as a complete expression of its views the resolution reported by the Committee on Secret Fraternities of the National Educational Association, which condemned secret societies as "subversive of the principles of democracy which should prevail in the public schools."

The problem of taking care of the great annual increase of the school population is ever before the city, and on August 8, 1907, a special school tax levy of \$250,000 was voted. Even this amount it is feared will prove inadequate to supply the necessary school facilities, since the schools opened on September 16 with an enrolment of 33,571, being an increase of more than 3,000 over last year.

Since 1904, the school department has been under the control of a non-partisan school board, and the city is now well established in non-partisanship in school affairs, with all that such a condition augurs for clean and efficient service.

There had long been a demand for an evening high school, to supplement the work of the evening grammar schools. On the evening of January 2, 1907, an evening high school was opened, at the Polytechnic High School building, and at once proved itself very popular and successful, the enrolment at the close of the year being 1,436. Its course of study followed the model of the German Continuation Schools, the main purpose being to provide instruction for young men and women who are obliged to go to work as soon as they finish the work of the grammar school. It offered commercial courses, languages, shopwork, applied physics and chemistry, and gymnasium work.

Last summer, late in the session of the Wisconsin legislature, a bill was passed establishing a correspondence school as a department of the State University at Madison. Provision is thus made for the large group of unclassified adults of all ages and all degrees of advancement by instruction which may be pursued at home through the mails. This work is being made largely practical, and to relate effectively in one way or another to the problems of life confronted by such an adult class of students. The artisan or the clerk may receive elementary and technical training; the professional man may utilize the new department for keeping abreast of the additions

research is constantly making in every field of knowledge; and the teacher may earn a college degree.

Correspondence students who are residents of Wisconsin have, besides, exceptional co-operating assistance from the state library system.

This establishes a new precedent for state universities in extending educational services to every productive interest in the state similar to those so long and so effectively rendered by the agricultural colleges alone. This is one aspect of President Van Hise's interesting policy of "making the University the instrument of the state."

The 2,100 young women of the Washington Irving High School, New York, are beginning to imitate some of the colleges in the matter of school solidarity in social matters. Receptions for new students are given to make the strangers feel at home. The plans for a new building embody the home-like ideas of reception hall and hearth. Most of the girls of this school come from hard-working down-town families, and the high school seems designed to give them social life and atmosphere of the kind which more favored girls go away to college to obtain.

Indian Education contains an interesting account of Japanese secondary schools. Especially striking are the numerous regulations governing the construction of the school building. The size of classroom is definitely limited, on account of the effect of a large room on the voice and sight of its occupants, and other rules govern the height of ceilings, the color of the walls, and the elevation of the floor. When school buildings stand parallel to each other, the distance between them must at least equal their height.

In the District of Columbia, all school officers and teachers, men and women, white and colored, are paid the same salaries, *for the same kind* of work.

The Board of Education of the District of Columbia consists of nine persons: six white, three colored; of the white members, four are men, two women; of the colored two are men, one is a woman. The board elects a superintendent, whom "it can remove at any time." Under the superintendent, the two systems, white and colored, are entirely distinct. No other authorities than board and superintendent have combined jurisdiction. The colored schools are controlled and taught exclusively by colored persons, of whom one-third are men, teaching as beginners in even the lowest primary grades.

Washington has two public normal schools, seven high schools, one hundred and twenty-five grammar schools, ninety kindergartens, forty-two manual-training and domestic-art and science centers, four schools for defectives, nine for incorrigibles and truants, and two reform "industrial home" schools.

NOTES AND NEWS

The Bureau of Education has received, through the Department of State, the following report from the American legation in China in regard to educational reform in that country:

This legation has sent a number of reports to the department upon the subject of educational reform in China.

In more than one of these attention was invited to the rapid increase in the number of Chinese students who were being sent abroad for education. Most of these students have gone to Japan but a number have been sent to Europe and America.

The adoption of a public-school system on modern lines, and the abolition of the old system of examinations, gave a strong impetus to the movement.

No definite arrangements have been made as yet for the conferring of degrees in connection with the new public-school system, but, as an increasing number of students are returning from foreign colleges and universities, it has become necessary to make special arrangement for their examination with a view to granting them Chinese degrees and assigning them to official posts. This is the more imperative because of the great need for men acquainted with modern sciences and international law in various branches of the government service.

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were granted in the summer of 1905, when fourteen returned students were thus honored.

This year arrangements were made for another examination, the results of which have been made known. The number of applicants for examination was 53, but only 42 were admitted, of whom 23 had studied in Japan, 17 in the United States, and 1 each in Great Britain and Germany.

The students were examined in the branches covered by their foreign degrees. By a mistake of the examiners two of the American students were improperly classed and failed to receive the examination intended.

Those receiving marks of 80 per cent. or upwards were granted the degree of *chin shih*, or Doctor; those marked from 70 per cent. to 80 per cent., a first-grade *chu jen*, or M.A., and those between 60 per cent. and 70 per cent., a second-grade M.A.

The papers were prepared in English by students who had studied in the United States, Great Britain, and Germany, and in Chinese by those who had studied in Japan.

The result was that 9 gained the doctorate, 5 the first-grade M.A., and 18 the second-grade M.A. Ten failed, including the two American students who were improperly classed.

Of the 9 Doctors, 8 studied in the United States and 1 in Great Britain. The

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NOTES AND NEWS

first place was taken by a graduate of Yale. One of the Doctors is Mr. W. W. Yen, a professor in St. John's College (American Episcopal Mission), Shanghai who is, I believe, a graduate of the University of Virginia.

Among the first-grade M.A.'s are Mr. S. Alfred Sze and his brother, Thomas Sze, graduates of Cornell. The former was secretary to Professor Jenks during his conference with the Chinese government upon the subject of the establishment of a new monetary system for China. Mr. Sze has since been appointed general superintendent of the Peking-Hankow Railway.

There was organized in Washington in May the Federal Schoolmen's Club limited to sixty members from Maryland, Virginia, and the District of Columbia. Among the directors chosen were United States Commissioner Brown, Dean Hough of the George Washington University, Superintendent Van Sickle, of Baltimore, Superintendent Chancellor, of the District, and Principal Ramsey of Fairmont Academy.

George Washington University, of Washington, and Johns Hopkins University, of Baltimore, have established schools of education, the latter to be strictly postgraduate.

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The British government is succeeding in introducing some educational changes in spite of the defeat of the Educational Bill by the Lords. It has compelled all training colleges to adopt a conscience clause, if they receive government aid. Its policy is further to grant more public money to secondary schools which agree to abolish all sectarian obligations than to those which retain them.

The Public Library of the District of Columbia sends out manifolded copies of a monthly *Educational Bulletin* to be posted on the teachers' bulletin boards in the various schools. This calls attention to educational books, recently added, to articles of educational interest in the current magazines, to collections of pictures available for school use, to material concerning summer vacations, and a variety of other topics.